**Karin Garcia**

**3/23/13**

**Johnson**

**Reading 4402**

**Individualized Integrated Curricular Unit**

**Student:** Serina

**Grade:** 3rd

**Theme:** Animals

**Science TEKS:**

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.

(9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:revised August 2012

(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem;

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) explore how structures and functions of plants and animals allow them to survive in a particular environment;

(C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA TEKS:**

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

(ii) doubling final consonants when adding an ending (e.g., hop to hopping);

(iii) changing the final "y" to "i" (e.g., baby to babies);

(B) use common syllabication patterns to decode words including:

(v) vowel digraphs and diphthongs (e.g., ei-ther);

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo;

(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**Fiction Read Aloud Books:**

1. *“Bunny Cakes”* by Rosemary Wells is a story about a bunny named Max and his sister Ruby. It is their grandmother’s birthday and they are making her a cake but Max keeps messing up the cake. In the end they both make their own special cake for their grandmother. This is a fun book that will be used to increase fluency. It is at an independent level book.
2. *“The Very Hungry Caterpillar”* by Eric Carle is about the life cycle of a caterpillar into a butterfly. It goes through all the stages and changes of the caterpillar and all the food he eats during his changes. This is not only a fun book but also educational. It will provide great information on the life cycle of a butterfly. This book will also be at the independent level and be used to increase fluency.
3. *“The Grouchy Ladybug”* by Eric Carle is about a ladybug that doesn’t have any manners and does not want to share. It spends its day trying to pick fights with bigger animals to prove that it is better. This book is at the independent level and can be used for increasing fluency and also to learn about manners and time.
4. *“Leo the Late Bloomer”* by Robert Kraus is about a tiger who cannot seem to do any of the things the other animals are doing such as talking, writing, and drawing. His father is worried about him and continually watches him for signs of “blooming.” In the end it is obvious that everyone blooms in their own time. This is a great book about self esteem and will show how everyone is different and everyone learns at different paces. It is cute and will also be used to increase fluency and comprehension.

**Non-Fiction Read Aloud Books:**

1. *“Animals, Animals”* by Cheryl Ryan is all about different animals. It talks about everything from where different animals live to what different animals look like. This will be used to give information about animals and to also provide chances to increase vocabulary and comprehension. This is at the instructional level and can be a good starter for writing.
2. *“Extreme Animals”* by Kathie Lester shares some amazing facts about animals such as the tallest, fastest, and biggest animals alive. It has fun illustrations and puts into realistic terms of just how amazing some animals can be. This book provides fun facts in easy to understand words. This is at the instructional level and will be good for comprehension and word work.
3. *“What Lives in This Hole?”* by Kira Freed is all about different animals and what kinds of holes they lives in. It has maps to show where these animals live and gives important facts about why these animals build their holes. Along with showing maps and giving information about animals in holes this will be good for reading comprehension and decoding words.
4. *“How Animals Sleep”* by Kira Freed shares all about different animals and their sleeping position. It provides great facts about animals and where they sleep from tress to underwater. This book is also at the instructional level and will be used for decoding, increasing vocabulary, and increasing comprehension.